**Authentic Writing in the Arts**

**Helpful Cues for Success**

**General - Make sure students:**

* **Use vocabulary during each class**
* **Utilize journal writings**
* **Provide feedback from practices and performances**
* **Reflection**
* **Give students a specific prompt**
* **Give an example of a good answer**
* **Give a non-example of a good answer & explain what needs to change about it**

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| **Reflection/Journal**   * **Have students use vocabulary** * **Students must write supporting sentences** * **Show them the rubric for writing first** * **Have students evaluate their work with the same rubric you use & justify their grades** * **Have students give action steps for improvement** | **Journaling**   * **Make sure the topics for (most) journal entries are able to be written about quickly & concisely** * **Allow a short amount of time to complete** * **Needs to be ‘topic’-oriented and needs to be read occasionally** |
| **When you ask students to journal …**   * **Make sure to ask them to use complete sentences & complete thoughts** * **Create a prompt that is relevant & reflective** | **When you journal …**   * **Give a topic** * **Give a time frame (5-10 minutes)** * **Convey there are no right or wrong answers** * **Convey that their responses will be confidential between the student & the teacher** * **Describe minimum length of entry (e.g. 1 paragraph … 3 sentences)** |
| **Journaling:**   * **Select various processes so they don’t get board** * **Expressive poetry** * **Short story** * **Doodle, wordle** * **Compare & Contrast** * **5 senses (how does a song, painting, etc. reflect on the 5 senses)** * **Use visuals to reflect upon** | **Critical Review**   * **Use words that are content-specific** * **When judge a specific thing, identify & explain the why** * **Use facts and opinions** * **Provide a basic structure**   + **1 – Intro (facts, overall opinion)**   + **2 – Synopsis of plot**   + **3 – specific actors’ performance +/∆**   + **4 – technical aspects +/∆**   + **5 – Restate opinion – Thumbs ↑↓** |
| **When you ask students to critique …**  **Make sure to tell them to give:**   * **Details** * **Evidence** * **To explain why** | **Tips for Critique**   * **Provide a rubric** * **Ask specific questions that require more than a ‘yes’ or ‘no’ answer** * **Ask for feedback with examples** * **Provide specifics to include** * **Align with project expectations** |

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| **Program Notes**   * **Use vocabulary from class** * **Fact check!** * **School-appropriate language, but also something that uses their own voice/style** * **Connect (compare/contrast the various pieces** | **Program Notes – Tips**   * **Add technology and have students create PowerPoint slides and have the slides display on a side wall while the group is performing** * **Provide students with samples of program notes from various programs as exemplars** |
| **Exemplars**  **Joe & Elizabeth Kahn**  [**http://www.wordprosmusic.com/sample\_notes.html**](http://www.wordprosmusic.com/sample_notes.html)  **Study Guide – Caroline or Change**  [**http://www.courttheatre.org/pdf/guides/Caroline\_StudyGuide.pdf**](http://www.courttheatre.org/pdf/guides/Caroline_StudyGuide.pdf)  **Alvin Ailey**  [**http://pressroom.alvinailey.org/internal\_redirect/cms.ipressroom.com.s3.amazonaws.com/87/files/20139/Ailey's2013NewYorkCityCenterSeasonComprehensivePerformanceSchedule102413Final.pdf**](http://pressroom.alvinailey.org/internal_redirect/cms.ipressroom.com.s3.amazonaws.com/87/files/20139/Ailey's2013NewYorkCityCenterSeasonComprehensivePerformanceSchedule102413Final.pdf)  **Child of our Time**  [**http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=7&ved=0CE8QFjAG&url=http%3A%2F%2Flso.co.uk%2F3309%2FTippett-A-Child-of-our-Time%2F146%2F-%2FLSO0170\_Digital\_Booklet.pdf&ei=NGUBU42VN8\_H0gGYu4GABA&usg=AFQjCNFPLiWi8WS5\_rimgNV6pBPl-g8WSg**](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=7&ved=0CE8QFjAG&url=http%3A%2F%2Flso.co.uk%2F3309%2FTippett-A-Child-of-our-Time%2F146%2F-%2FLSO0170_Digital_Booklet.pdf&ei=NGUBU42VN8_H0gGYu4GABA&usg=AFQjCNFPLiWi8WS5_rimgNV6pBPl-g8WSg) | **Program Notes**   * **Make sure you have a simple rubric** * **2-3 part instructions (less is more)** * **Work with quarters of a piece of paper** * **Write 3 things about the music/artwork**   **If you are using program notes – make sure you proofread them before publication (students tend to leave the ‘topic’ in their notes**   * **Make sure students identify & apply terms but make it attainable for the audience** * **Have key parts for the audience to listen for, so they are more engaged** |
| **Research**   * **Make sure topic is well defined by the student with limits of time or length** * **Periodic check-ins for student to show progress (check for off-topic)** * **Have clear rubric of expectations – media styles to be used** | |